

FAMILY AND CONSUMER SCIENCES

EDUCATIONAL SPACES

Printing Instructions

1. Print the Table of Contents section to obtain an overview of the total document.
 2. Print each document section that you are interested in.
 3. For a *complete* document, please *print all* sections.
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FAMILY AND CONSUMER SCIENCES EDUCATION

GENERAL PROGRAM GOALS AND OBJECTIVES

- ☐ Preparing individuals for family life, work life and careers in Family and Consumer Sciences.
- ☐ Strengthening the well-being of individuals and families across the life span.
- ☐ Becoming responsible citizens and leaders in family, community and work settings.
- ☐ Promoting optimal nutrition and wellness across the life span.
- ☐ Managing resources to meet the material needs of individuals and families.
- ☐ Balancing personal, home, work, and family lives.
- ☐ Using critical and creative thinking skills to address problems in diverse family, community and work environments.
- ☐ Successful life management, employment and career development.
- ☐ Functioning as producers and consumers of goods and services.
- ☐ Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

PROGRAM ACTIVITIES

- ☐ Project-based learning
- ☐ Table Demonstrations
- ☐ Food Preparation
- ☐ Housing Designing/Drawing

- ☐ Documenting
- ☐ Textiles/Apparel Design
- ☐ Washing/Cleaning
- ☐ Computer Work
- ☐ Videos
- ☐ Lecturing
- ☐ Individual Study
- ☐ Physical Activities/Problem Solving
- ☐ Storing/Organizing
- ☐ Freezing
- ☐ Laundry
- ☐ Computer Design Work
- ☐ Cleaning Facilities
- ☐ Child Care
- ☐ Camera Work/Video Production
- ☐ Food Service
- ☐ Canning/Freezing
- ☐ Problem Solving
- ☐ Group Work

AREAS

DESCRIPTION	EST. STAFF	EST. STUDENTS	SQ. FT. TOTAL
Food Preparation	1-3	20-30	1000
School Store	1	2-30	150
Child Care	1-3	20-30 15-20 children	800
Restrooms			100
Gen. Classroom		30	900
Office	1	1-2	180
Storage	1		400
Textiles (dressing rooms)	1-3	20-30	1000

INTERNAL/EXTERNAL RELATIONSHIPS - WHAT SHOULD BE NEAR THIS AREA

- ☐ The food service area should be near the cafeteria.
- ☐ The food storage should be near the delivery area.
- ☐ The child care area should have direct access to an outside play area and be adjacent to a parking lot.
- ☐ The child care area should include or be near restrooms.
- ☐ The textile and apparel area should be located near the CADD area and the drama department, if possible.
- ☐ A laundry area is needed near the child care and kitchen facilities.
- ☐ A private dressing area may be needed near textile and apparel design.

- ☐ The general classroom should be adjacent to the food lab and child development area.
- ☐ The classroom needs to be located on the main level.

INTERNAL/EXTERNAL RELATIONSHIPS - WHAT SHOULD **NOT** BE NEAR THIS AREA

- ☐ Play areas for child care should be far from the heavy traffic flow.
- ☐ The classroom should be away from noisy areas such as the gymnasium, the music room or some vocational classes.

UTILITIES

Plumbing:

- ☐ The laundry area will need a sink and a washing machine.
- ☐ A sink is needed in the child care area.
- ☐ Consider a sink in the general classroom .
- ☐ The laundry area will need a floor drain.
- ☐ The food preparation lab should include a dishwasher, disposal, double sinks, a deep sink, and a hot water heater.
- ☐ Gas will need to be provided to this area.
- ☐ Infrastructure should be planned for future growth.
- ☐ Restrooms for this area need to be considered.
- ☐ Plumbing should be positioned or dampened to minimize noise.

HVAC

- ☐ The heating, ventilation, and air-conditioning system needs to be of sufficient size to keep each instructional space at a comfortable temperature.
- ☐ The system needs to have a fresh air exchange system to keep high air quality in each instructional space.
- ☐ The general classroom supply and exhaust ducts need to be positioned to minimize any draftiness in the room.
- ☐ The HVAC controls need to be designed to allow individuals the ability to modify the classroom temperature for the instructional requirements of the classroom activities.
- ☐ The controls need to be positioned so that the room temperature is not “misread” (e.g., not too close to a door, window, or vent.)
- ☐ The HVAC system should be energy efficient.
- ☐ Exhaust fans will be needed in the restrooms, food preparation/cooking, and laundry areas.
- ☐ A dryer vent needs to be installed in the laundry area.

Electrical:

- ☐ A 220-volt outlet needs to be installed for a dryer in the laundry area.
- ☐ 220-volt outlets need to be installed for ovens, grills and ranges.
- ☐ Electrical supply to laundry area for washer is needed.
- ☐ Electrical or gas should be installed for a hot water heater.
- ☐ Appropriate electrical supply is needed for microwave ovens, refrigerators, freezers and dishwashers.

- ☐ Sufficient outlets are needed at the counter tops for program needs.
- ☐ Sufficient outlets at wall and floors are needed.
- ☐ Four-plex outlets need to be included at the demonstration table.
- ☐ Electrical outlets will need to be included in the storage room.
- ☐ Task lighting is needed in all appropriate learning areas.
- ☐ Electrical supply outlets need to be provided for any built-in audio-visual equipment installed in the classroom (e.g., television, VCR, overhead/LCD projector, electric ceiling screen, etc.) Controls for the screen should be by the light switches.
- ☐ Each classroom should have occupancy sensors installed for lights.
- ☐ Expanded electrical service should be included for future growth.
- ☐ A sound system should be considered.

Lighting:

- ☐ Task lighting is needed in each program area.
- ☐ Lighting needs to be even across the classroom.
- ☐ Light switches should be located near the teacher's area.
- ☐ Lights need to be diffused to reduced glare.
- ☐ Bi-level lighting will accommodate an instructor's need to vary the light intensity for different instructional tasks.
- ☐ The light fixtures need to be energy efficient T-8s with an electronic ballast to keep operating costs at a minimum. The lamps should have a CRI of .85.

Technology:

- ☐ The area should be wired with data cable to enable the connection of a local area network and a wide area network.
- ☐ Data drops need to be provided at the following locations:
 - Sewing Center
 - Computer area in classroom (6-8 drops)
 - School Store
 - CADD machines
 - Office
- ☐ Telephones should be provided in the office and classroom.
- ☐ Smart Boards in the classrooms should be considered.
- ☐ Each classroom needs to have access to cable TV for commercial, satellite and closed circuit broadcasts over the cable.
- ☐ Telephone jacks should be placed near the door to the classroom and near the teacher's area.
- ☐ The telephone system should be programmed to enable outgoing calls directly from the classroom. All incoming calls should go through the main office switchboard.
- ☐ Each classroom should be equipped with an integrated clock, intercom, and bell system.
- ☐ Each classroom should be equipped with a TV, VCR, electric screen and LCD/overhead projector. In those classrooms that have moveable walls, the TV/VCR needs to be placed away from the moveable wall for noise separation.

- ☐ The area should be wired with data cable to enable the connection of a local area network and a wide area network.

SURFACES

Floors:

- ☐ Consider anti-static carpet in part of the classroom.
- ☐ Vinyl composition tile needs to be installed in the kitchen, restrooms, sink areas and work areas of the classroom.

Walls:

- ☐ Tackable walls are needed in the classrooms.
- ☐ Walls should be smooth and cleanable in the kitchen area.
- ☐ White board with friction clips should be installed in the classroom.
- ☐ Movable walls should be considered.
- ☐ Natural light should be considered where practical.
- ☐ Windows need to be of double pane glass and have operable integral blinds where practical.
- ☐ Consider acoustical treatment for walls around the laundry area.

Ceilings:

- ☐ Acoustical, washable, dropped, ceiling tiles should be installed in the kitchen and classroom.

Doors:

- ☐ Standard sized doors are needed.
- ☐ A small window in each entry door should be installed.

STORAGE

- ☐ Each general classroom needs to have sufficient storage for books, magazines, and instructional materials.
- ☐ Each general classroom needs to have base cabinets for storage. Some base cabinets should have counter tops with knee spaces underneath to act as desks or computer stations.
- ☐ Each general classroom needs to have overhead wall cabinets above the base cabinets.
- ☐ The food preparation area and the office need appropriate base and overhead storage cabinets.
- ☐ Each general classroom needs to have some of the storage cabinets secured specifically for the personal effects of the instructor.
- ☐ Space is needed for two (2) four-drawer, letter-size file cabinets.
- ☐ Each general classroom needs to be equipped with sufficient desks, tables, and chairs to meet the needs of the instructional program.
- ☐ Each general classroom needs to be equipped with a television, VCR, overhead/LCD projector, and electric ceiling-mounted screen.
- ☐ An island demonstration table should be considered. This could be stationary or mobile.
- ☐ Bookcases in the classroom should be considered.
- ☐ Cubbies for student storage needs to be considered.
- ☐ Adjustable shelves should be considered in all storage areas.

FURNITURE AND EQUIPMENT

- ☐ Ranges
- ☐ Ovens
- ☐ Microwave Ovens
- ☐ Refrigerator
- ☐ Freezer
- ☐ Garbage Disposals
- ☐ Dishwasher
- ☐ Washer/Dryer
- ☐ Sewing machines
- ☐ Sergers
- ☐ TV and VCR
- ☐ Smart Boards
- ☐ NSF (National Sanitation Furniture) may need to be considered.
- ☐ Playground equipment for child care
- ☐ Non-skid mats should be installed in the kitchen area.
- ☐ Child sized furniture and play equipment.
- ☐ Portable dividers or acoustical dividers on the desktops to create individual “testing” stations.

SAFETY ISSUES

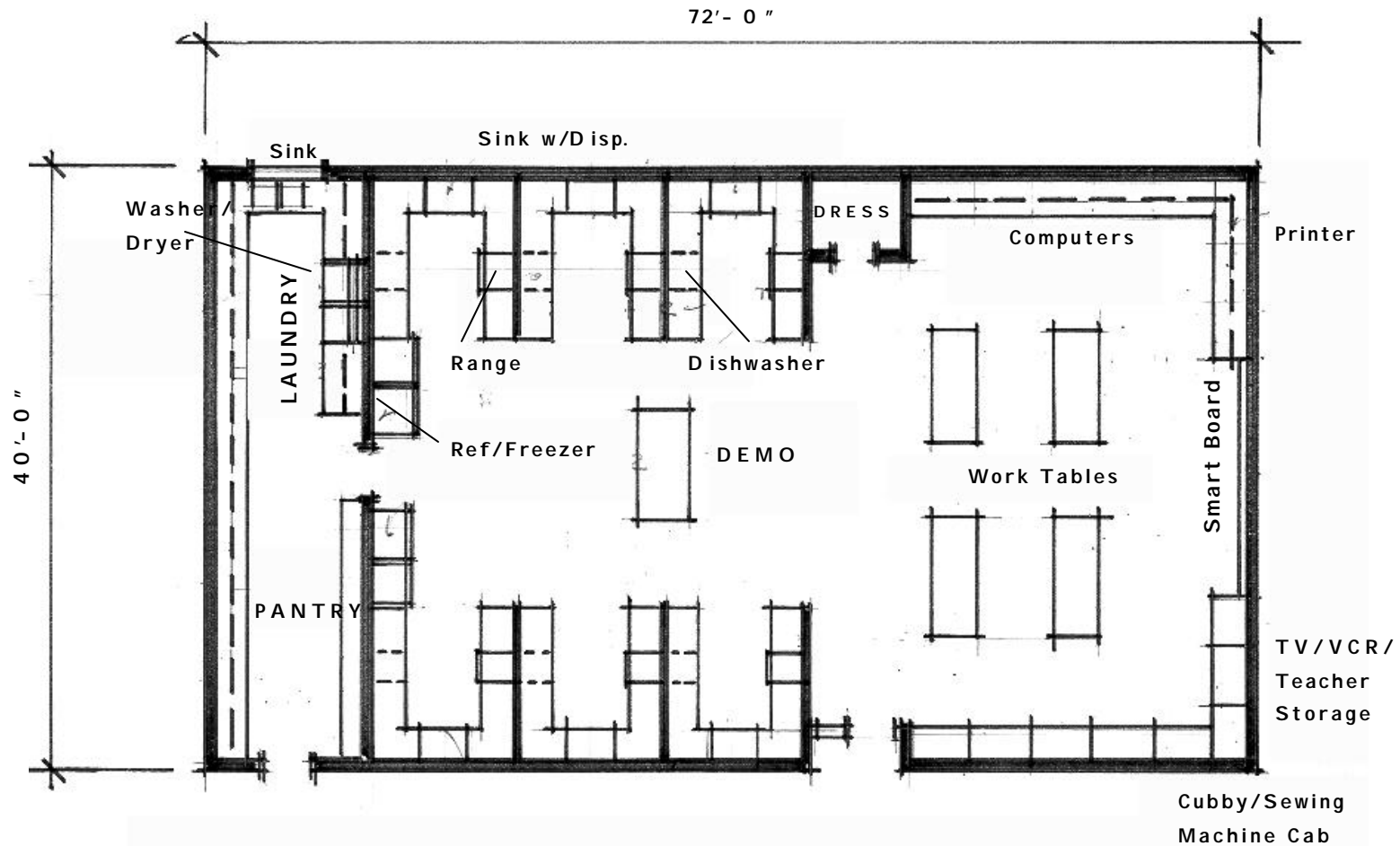
- ☐ Extra security of this area should be considered.
- ☐ Good visibility for all spaces is important for safety of students.

- ☐ First aid kits should be included in every classroom.
- ☐ All furniture should be ergonomically correct.
- ☐ Fire extinguisher and fire blanket.

IMPORTANT NOTE

The following graphics are intended to show typical spaces and spacial relationships. They are not intended to serve as architectural drawings and are not adapted to specific sites.

These graphics should be used as a starting place for discussions with district personnel, planners, architects and engineers. Almost certainly, changes and adaptations will be required to meet the particular needs of the educational institution and the programs they offer.



FAMILY & CONSUMER SCIENCE

The Matrix Group

Not to Scale